



# **CHILD CARE MANAGER – MQF/EQF LEVEL 5 INFORMATION HANDBOOK**

**ON**

**The process of validation of informal and non-  
formal learning for Child Care Managers in Child  
Care Centres**

## **The Assessment Board**

The Assessment Board is appointed by the Minister responsible for Jobsplus by means of Article 26 of the Employment and Training Services Act 2018 to ascertain proficiency or competency in a particular occupation.

This handbook describes the process that the Assessment Board adopts to assess applicants in Child Care at MQF level 5. Successful candidates are awarded a Certificate of Competence pegged at Level 5 within the Malta Qualifications Framework and the European Qualifications Framework and which is endorsed by the Malta Further and Higher Education Authority (MFHEA).

## **Information Meeting of the Assessment Board Members with Candidates**

Prior to the Process for the validation of informal and non-formal learning, the Assessment Board will meet with the prospective candidates. During this meeting the Assessment Board will explain in detail what is expected of the candidates in order for them to achieve a certificate of competence as Child Care Manager at MQF/EQF Level 5.

## **Assessment Criteria**

The following is a description of the assessment criteria adopted by the Assessment Board to reach a final decision on the award of the Certificate of Competence for prospective level 5 Child Care Managers.

### **Assessment is composed of the following components:**

- Portfolio
- Written Test
- Interview

### **Eligibility:**

Candidates who are interested in acquiring the Certificate of Competence awarded can apply for their knowledge, skills and competences to be assessed, recognised and validated if they possess the necessary competences and skills as defined in the Assessment Criteria included in this handbook.

### **Candidates must:**

Hold a valid First Aid Certificate that is recognised nationally.

Be registered with the Food Safety Commission as a Food Handler.

The prospective candidate must have 3 years experience in the respective field. This is in line with S.L. 327.432 of 2012 which regulates the Validation of Informal and Non-formal Learning. The Assessment Board may request a reference letter to confirm the years of experience claimed by the candidate and reserves the right to contact the Institution and/or referee at will.

Candidates will need to present to the Assessment Board a Portfolio including a description of the responsibilities of a childcare worker, a description of the contributions the candidate made at the childcare centre where s/he is employed, testimonials of any formal and/or informal training that the candidates would have undertaken and any certificates that they would have been awarded, if they had followed formal training in supervision, management and or related areas with regard to child care.

These testimonials are to be authenticated by signature and possibly stamp of the institute/referee. These testimonials may be in the form of authenticated work activities which candidates would have carried out during their studies and or experiences (photos of activities and resources created by the candidates themselves may be included). Attached to the portfolio a candidate needs to present also a CV.

The Assessment Board is free to contact the institution and/or referee at will in order to confirm experiences and training claimed by the candidate.

All candidates will need to sit for a written test and attend an interview. The candidates will also need to submit their portfolio during the interview.

Candidates will be assessed on the criteria laid down in the Occupational Standards issued by the Department for Social Welfare Standards (DSWS), which can be downloaded from the following link: [http://ncfhe.gov.mt/en/services/Pages/All%20Services/vinfl\\_nos.aspx](http://ncfhe.gov.mt/en/services/Pages/All%20Services/vinfl_nos.aspx).

### **Re-sits**

It is important to note that if candidates do not pass any one of the assessment components they would be eligible for a re-sit in the failed component/s. Date, time and venue of re-sit would be communicated to the candidate by Jobsplus official. The candidate will be guided by the Assessment Board with respect to the areas for improvement before the re-sit.

### **Written Test**

Candidates need to sit for a 2-hour written test. The paper will contain eight questions, two in each of the four sections. The questions will focus on Childcare development and responsibilities and Health and Safety issues in the workplace (childcare centre). The candidate is requested to answer all eight questions. In order to pass from the written test, the candidate needs to obtain 50% out of a total mark of 100.

Following are the assessment criteria for the Written Test:

#### **CDC 502**

- Have knowledge which will allow him/her to develop, maintain and implement policies and procedures which protect children's equality of access, inclusion and participation
- Support the maintenance of policies and procedures for safeguarding children

### **CDC 503**

- Have in-depth knowledge of legislation that protects the well-being of the children and their families; of workers; and of visitors to the facility
- Have knowledge of how to identify child abuse and must know to whom it should be reported
- Have knowledge of children's development and how several aspects of development can be assessed

### **CDC 504**

- Be able to develop objectives for his/her own development and seek ways how to reach these goals effectively

### **CDC 507**

- To minimize risk to ensure that the service being provided is safe for those coming in contact with the service
- To assess, monitor and report risks to the relevant persons
- To take the necessary steps to reduce aforesaid risks, when necessary by collaborating with colleagues, other professionals or relevant authorities

### **CDC 508**

- Show understanding of the national legislation that regulates the collection and storage of information

### **CDC 510**

- Issues for children's development and learning in multilingual or bilingual settings or where children are learning through an additional language; the manager needs to know what language the parents are using and discuss with parents the language to be used with the child while she is at the centre
- Relevant research into the influences on children's communication development and how this research may influence practice
- Expected pattern of communication development for the children with whom you work
- The importance of early intervention

### **CDC 511**

- Legislation, regulations and ethical guidelines to deal with sensitive information, particularly with regards to the storage of sensitive information
- How to adapt your practice to support the development of creativity for children and the National Standards for Child Day Care Facilities

### **CDC 512**

- The importance of contingency plans

### **Interview**

The candidates will be required to sit for an interview that will last approximately 30 minutes. The interview process will assess the candidates on both their academic and practical knowledge. The marking scheme would be out of 100 and the pass mark is 50.

Protocol for the interview is based on the following:

### **CDC 501**

- Work related relationships function
- To strategically act to ensure that relationships within the childcare setting facilitate the children's growth and well-being
- Show the ability of understanding and supporting the different members of the team
- Know how to promote better communication between the team members themselves, with the service users and their parents, and with other professionals in the field
- Have the ability to deal with conflict and resolve such conflict in a constructive and positive manner

### **CDC 502**

- How to set-up and participate effectively in multidisciplinary meetings
- How to share information with parents in a manner that elicits partnership and cooperation

### **CDC 503**

- Have knowledge of how to identify child abuse and must know to whom it should be reported
- Be aware of the importance of mandatory reporting of abuse and of cooperating with the relevant authorities if necessary
- Know about whistle-blowing (i.e. when it is necessary and mandatory; legislation that protects whistle-blowers; and how one goes about reporting concerns to the relevant authorities)
- Able to implement assessment tools, and ensure that all workers within his/her responsibility can do so too
- Know of the importance that the service has policies which ensure that the health and physical needs of the children are met
- Be able to show that he/she can evaluate the service-provision regularly and improve it accordingly when there is the need

### **CDC 504**

- Be aware of the need for continuous professional training and must know why it is so important
- Show the ability of integrating new knowledge and skills into everyday practice

### **CDC 505**

**The Childcare Manager must manage employees to ensure smooth service-provision for children and their families, through showing understanding and competency in the following skills:**

- Reviewing
- Interviewing
- Negotiating
- Team building
- Communicating
- Valuing and supporting others
- Decision making
- Consulting
- Problem solving
- Information management

**CDC 506**

- Manage a team effectively
- Provide prompt and constructive feedback to individuals and teams
- Deal with unacceptable or poor performance
- Problem solving and conflict resolution

**CDC 507**

- To communicate to his/her colleagues the importance of having policies, procedures and practices that minimize risks

**CDC 508**

- Be able to administer the day-to-day running of the service to ensure the continuation of service without possible disruptions
- Deal with inspections and registration needs

**CDC 509**

- Evaluate policies, procedures, documentation and practices in the light of requirements for licensing and inspection
- Know how to meet these requirements
- Coordinate and support changes and development to meet registration and inspection requirements
- Participate effectively in the assessment process as conducted by the relevant authorities

**CDC 510**

- Services available that may be of help in the development of the communication skills of children

**CDC 512**

- The purpose of budgetary systems and the importance of financial responsibilities
- How to discuss, negotiate and confirm budgets with colleagues in your area and with people who control the finance

- Encourage colleagues to think about ways of reducing expenditure and increasing income

## **Portfolio**

Candidates will be requested to present their portfolio during the interview. The portfolio should reflect the knowledge and skills acquired by the candidates during their past work experience. The portfolio will be assessed by the Assessment Board and it will be further discussed during the interview. To pass from the portfolio the candidate needs to obtain 50 marks out of 100.

### **CDC 502**

- The resources available in the community that increase participation (these include other professionals; further professional development training, information leaflets, etc)
- How to participate effectively in multidisciplinary meetings

### **CDC 503**

- Show that he/she can evaluate the service-provision regularly and improve it accordingly when there is the need

### **CDC 504**

- Develop a desire for wanting to constantly improve as a professional, and thus appreciate the importance of self-reflection and continuous professional development
- Show the ability to use several methods and structures that help the person reflect on his/her practice
- Be aware of the need for continuous professional training and must know why it is so important
- Able to develop objectives for his/her own development and seek ways how to reach these goals effectively
- Show the ability of integrating new knowledge and skills into everyday practice

### **CDC 505**

- Reviewing
- Interviewing
- Planning

**CDC 506**

- Planning her/his work and that of his/her colleagues
- Monitor the progress and quality of work of the individual workers and of the team
- Encourage individuals to come up with new ideas to improve practice
- Record, review and update plans of works and performance for individuals and teams
- The candidate must also show that he/she possesses sector skills and knowledge

**CDC 507**

- To communicate to his/her colleagues the importance of having policies, procedures and practices that minimize risks

**CDC 508**

- Take and maintain inventories, organize worker's rosters

**CDC 509**

- Be able to conduct self-assessment

**CDC 511**

- National resources available to support children's developing creativity

**CDC 512**

- How to review the financial performance of your area against the stated objectives